DOCUMENT RESUME

ED 060 428 AC 012 433

TITLE	Characteristics of Students at the Continuing Education Center.
INSTITUTION	Edmonton Public Schools, Alberta.
PUB DATE	71
NOTE	55p.; A Survey study conducted in January-February, 1971
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Students; Age Differences; Comparative Analysis; Continuation High Schools; *Continuation Students; Economic Factors; Females; High School Students; Males; *Participant Characteristics; Participant Satisfaction; Social Factors; Surveys; *Teacher Attitudes; *Young Adults
IDENTIFIERS	*Canada

ABSTRACT

A survey study was conducted to investigate the characteristics of the students at the Continuing Education Center ("Old Scona"). Students at the Center, at three public high schools, and Center teachers participated in the survey. Comparisons of Center students under 21 years of age with grade 12 high school students showed that the Center students were a year and a half older, had more gaps in high school enrollments; had different emphases as to further education goals; were more independent; received more government assistance; were more widely traveled; and showed more dislike of existing educational and social conventions. Two-thirds of the Center's adult students were included in the survey. Most were in their early twenties, and had gaps in their high school enrollments of under six years. The teachers had reservations about their non-adult students, but judged the adult students to be serious and responsible. Three appendixes provide The Paper Survey Form, The Person-to-Person Student Survey, and The Person-to-Person Teacher Survey Form. (DB)

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"Characteristics of Students at the Continuing Education Center"

Report of

A Survey Study Conducted in January-February, 1971

By the School Council of the Continuing Education Center and Extension Services, Edmonton Public Schools, Edmonton, Alberta

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Abstract

In January and February, 1971, a survey study was conducted to investigate the characteristics of the students at the Continuing Education Center ("Old Scona"), 10523 - 84 Avenue. Students at the Continuing Education Center and at three composite high schools of the Edmonton Public School System, and teachers at the Center participated in the surveys.

Comparisons of eighty per cent of the non-adult students (under twenty-one years of age) at the Center with samples of grade twelve students at the three

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composite high schools showed that the Center students were typically different with regard to ages (a year and a half older), gaps in the continuity of high school enrolments (more), further-education goals (different emphases), financial dependency-independency (more independent), means of income (more government assistance), experience in traveling independently of parents (wider), and general social attitudes (more disliking of existing educational and social conventions).

Although the Continuing Education Center non-adult students did not indicate that they had backgrounds with a high incidence of personal-social disturbances they typically reported that they had had considerable conflict in past years with traditional school regulations. The students reported that they had been seen for unpleasant matters in interviews with school administrators an average of nine and one-half times in former high school years.

The Continuing Education Center non-adult students typically had much praise for their school, especially those aspects that gave them freedom from traditional regulations and treated them as adults in relaxed classroom relationships. They frequently reported a liking for being in a school where students were older, more serious about learning, more experienced with life, and more unconventional in life-style in comparison to students of a regular high school.

The teachers had reservations about how well their younger non-adult students typically were facing up to their responsibilities for their studies, or futures, although they judged the eighteen, nineteen and twenty-year-olds to be sincere and interesting students. A high incidence of lack in scholastic backgrounds was reported, which accounted for the general judgment about the students' abilities--lower than in a regular school.

Two-thirds of the Continuing Education Center adult students were included. They varied greatly in their ages and gaps in schooling. The majority were in their early-twenties and had had gaps in their high school enrolments of under six years. Most were financially independent but single and living-at-home. Many had traveled widely on their own and had university as an educational goal. Their general social attitudes seemed to be biased towards liking existing social and educational conventions. The teachers judged the adults to be serious, hard-working and thorough students but often under considerable tension because of theirinadequate scholastic backgrounds and living situations. The evidence of this study supports the continuence and development of a school such as the Continuing Education Center in which a higher chance for success is possible for students who would find considerable difficulty in attending regular high schools or other educational facilities because of age, personality characteristics, scholastic deficiencies, or urgency to catch-up in their education.

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I INTRODUCTION - PURPOSE AND SCOPE

This study was undertaken because of the perceived need to supply the Administration and the Trustees of the Edmonton Public School Board with information about the students at the Continuing Education Center* as an aid in their decision regarding the future of the Center.

The study was designed to survey the students at the Center, students at regular high schools (as a basis for comparisons), and the teachers at the Center (for their perspective of the students). Person-to-person interviews were included to better investigate some aspects of the students' backgrounds or ideas that might need an

* Hereinafter termed, "Center"

interviewer's direct interpretation or might be thought by the students to be too personal to write down on a paper survey. Characteristics to be investigated were chosen according to what might be maturing aspects of young people and what might influence a student's attitude to others in a regular high school. The dividing line between adult and non-adult status was taken as the twenty-first birthday because of its relation to the fee regulations at the Center.

The Committee

The committee for this study has comprised both staff and students:

Miss Cathy Davis, Non-Adult Student

Mr. David Howerton, Adult Student

Miss Rosemary Kowalczyk, Non-Adult Student

Mr. Gary Louison, Adult Student

Mr. Darrel Morris, Adult Student

Miss Margaret Painter, Teacher

Mr. Stan Whitbread, Counselor (Supervisor)

Mr. Robert Willis, Adult Student (Chairman)

II THE SAMPLES

Table 1 lists the samples of this project. Each was formed in a somewhat random manner. The paper survey at the Center was administered to the students in their "home rooms". At Ross Sheppard Composite High School the survey was conducted following a grade twelve English examination. At Strathcona Composite High School the survey was conducted in two different grade twelve classes. At Victoria Composite High School one class of English 30 students participated.

Table 1. The Samples of the Study.

Sample	N	Percentage of Such Students In the School
Center Non-Adult, Paper Survey	224	80
Ross Sheppard Composite High School - Paper Survey	86	14
Strathcona Composite High School - Paper Survey	60	13
Victoria Composite High School - Paper Survey	29	6
Center Adult, Paper Survey	113	66
Center Adult, Person-To-Person Survey	21	13
Center Non-Adult Person-To-Person Survey	44	16
Center Teachers (Fall 1970 Semester)	11	100

Only eight out of the total of 520 survey forms were spoiled because of incomplete or mischievous responses, a level of spoilage which does not damage the assumption of heterogeneity in the samples.

III THE RESEARCH INSTRUMENTS

A. The Paper Survey was carried out by means of an eight-page form. (Item A of the Appendix). A detachable identification slip is part of the first page. It was hoped that the promise of some confidentiality would encourage frankness, yet because there was not complete anonymity, the responses would tend to be responsible. Most of the questions are of the forced-choice type with some that were included for the purpose of gaining acceptability of the survey and cross-checking for errors or omissions. The questions were selected in hope of eliciting responses to the full range of those characteristics being investigated yet be precise enough to be interpreted consistently.

The section starting on page five for investigating General Social Attitude, was constructed so that the students could respond on a three-point scale to a number of social and educational statements of a wide range. To further acceptability, space was provided for students to better express their feelings about each item if they wished. Two pages were added to the form administered to students at the Center which contained questions pertaining to the school's operation.

B. The Person-to-Person Survey of Students was conducted by means of three-page form (Item B in the Appendix). The questions were mainly of the open-ended type so that students could have unlimited scope in their responses. Some of the questions were included for the purpose of gaining acceptability of the survey. The interviewers were two men students on the School Council, chosen for their experience in meeting people and predicted ability to gain the confidence of students of varied ages and backgrounds. The interviews were conducted in private in a small office-staff room in the school and averaged fifteen minutes in length.

C. The Survey of Teachers at the Center was conducted by means of a single-page form (Item C in the Appendix). The questions were of the directed type. The interviews were conducted informally and averaged ten minutes in length.

IV PROCEDURE

A. The Paper Survey forms were processed first by the committee who removed the first-page identification slips and coded the forms by a standardized system. The information on the forms was then transcribed onto data process cards and sorted into the categories required for the project.

B. The Person-to-Person Survey of Students forms were reviewed by the supervisor and the interviewers to collect the data required by the project.

C. The Person-To-Person Survey of Teachers forms were reviewed by the supervisor and a staff member to collect the data required by the project.

V RESULTS

A. The Samples

Care should be exercised in considering the individual representativeness of the samples that were drawn from the composite high school populations. Table 1 shows that the proportions of the samples in their populations were small and uneven, and, moreover, because the participants were English 30 students, they were not necessarily typical of their school in some of the characteristics being investigated here. Thus, comparisons between the individual composite high schools should be avoided on the basis of the evidence here. Doubt about representativeness should not inhibit the comparisons of the Center sample with the composite high school samples, however, because all were matriculation-route students.

Table 2 shows that the proportions in the samples of male to female students did not precisely match the populations from which the samples were drawn, but because research is not available to show how sex difference applies in the characteristics being studied here, perhaps this lack of match can be ignored and no assumption made about the damage to the representativeness of the samples.

Table 2. Proportions of Male and Female Students in the Samples and Populations.

	Percentage of Male/Female in the Sample	Percentage of Male/Female in the Population
Center Adult Paper Survey	73/27	76/24
Center Non-Adult Paper Survey	70/30	69/31
Ross Sheppard Composite High School	53/57	50/50 (assumed)
Strathcona Composite High School	35/65	50/50 (assumed)
Victoria Composite High School	34/66	50/50 (assumed)
Three Regular High Schools Together	46/56	50/50 (assumed)
Center Adult Person-To-Person Survey	86/14	76/24
Center Non-Adult Person-To-Person Survey	68/32	69/31

B. Characteristics of the Non-Adult Student Samples

1. Ages

"Age" was taken as that in 1970 calculated from the birthdate given by the student on the identification slip on page one of the paper survey form (Item A of the Appendix).

From Table 3 it is apparent that the Center non-adult students are different with regard to age from students in grade twelve in the three composite high schools, taken separately and together. The typical Center student is a year-and-a-half older than his regular high school counterpart.

Table 3. Ages of the Non-Adult Student Samples.

Sample	N	Years						Mean Age
		15	16	17	18	19	20	
Center	224	1	3	20	73	61	49	18.6
Ross Sheppard Composite High School	86		21	55	9	1		16.9
Strathcona Composite High School	60		9	38	13			17.7
Victoria Composite High School	29	1	4	18	4	1	1	17.1
Three Regular High Schools Together	175	1	34	111	26	2	1	17.2

2. Gaps in Continuity of High School Enrolments

This characteristic was assembled from Question 3 on Page 1 of the paper survey form. The "number of months that year registered in the school" was subtracted from ten. The whole-year gaps were multiplied by ten.

Table 4 sets out the findings in regard to this characteristic. Even without a statistical analysis there is obviously a marked difference between the students at the Center and at each of the regular high schools and no marked differences among the regular high schools.

Table 4. Gaps in Continuity of High School Enrolments of Non-Adult Student Samples (Percentages)

Sample	Total of Months										
	0	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50
Center	38	17	17	7	7	3	4	1	4		2
Ross Sheppard Composite High School	100										
Strathcona Composite High School	98		2								
Victoria Composite High School	90	7	3								
Three Regular High Schools Together	98	1	1								

3. Further-Education Goals

This was taken directly from Question 5 of the paper survey form (Item A in the Appendix). An inspection of the data in Table 5 shows that the Center non-adult students are different from the other high school students by placing equal emphasis on universities and technical institutes as further-education goals, whereas other high school students emphasize university twice as much or more. Other further-education goals seem to be similarly emphasized by the students.

Table 5. Further-Education Goals of Non-Adult Student Samples (Percentages)

Sample	University	Technical Institute	Nursing School	Art College	Other College	Other
Center	39	37	4	3	4	13
Ross Sheppard Composite High School	52	26	2	3	3	14
Strathcona Composite High School	68	8	3	4	6	11
Victoria Composite High School	42	22	7	4	4	20
Three Regular High Schools Together	54	19	4	4	4	15

4. Financial Dependency-Independency

This characteristic was derived directly from Question 7 on the paper survey form (Item A in the Appendix). The data in Table 6 shows a marked difference between the Center non-adult student sample and the other non-adult samples: a quarter of the Center students said they were financially independent while virtually none of the regular high school students claimed this status.

Table 6. Financial Dependency-Independency of Non-Adult Student Samples (Percentages)

Sample	Financially Dependent: Fully Supported by Parent, Spouse, Other Relative or Friend; Perhaps Some Non-Essential Income	Partially Dependent: Partially Supported by Parents, Spouse, Other Relative or Friend and Partially by Other Income	Financially Independent: Not Supported by Parent, Spouse, Other Relative or Friend
Center	49	27	24
Ross Sheppard Composite High School	63	36	1
Strathcona Composite High School	90	10	0
Victoria Composite High School	93	7	0
Three Regular High Schools Together	82	18	0

5. Means of Income

This item was derived directly from the question in the box on page 3 of the paper survey form (Item A in the Appendix). Striking differences occur in the final three categories listed in Table 7. If "other" is taken as having been interpreted by the students as including in most cases some other types of government assistance, e.g. Social Development allowance, then a totalling of these categories yields the observations that twenty-seven per cent of the students included among their means of income some form of direct government assistance, in comparison to only six per cent of the regular high school students.

Table 7. Means of Income of Non-Adult Student Samples (Percentages)

Sample	None	Savings	A Part-Time Job	Two or More Part-Time Jobs or Full-Time Job	A Private Loan	A Government Grant Or Loan	A Government Allowance Such as From Canada Manpower	Other
Center	13	19	35	5	1	10	7	10
Ross Sheppard Composite High School	20	28	43	2	-	2	2	3
Strathcona Composite High School	38	17	38	2	-	-	-	5
Victoria Composite High School	46	18	33	-	-	-	-	3
Three Regular High Schools Together	38	21	38	1	-	1	1	4

6. Living Situations

The characteristic was taken directly from Question 9 of the paper survey form (Item A in the Appendix). From an inspection of Table 8 it is obvious that the Center non-adult students tend to be different from other non-adult students: five per cent of the samples were married and nine per cent of the sample who were single people, were not living at home.

Table 8. Living Situations of Non-Adult Student Samples (Percentages)

Sample	Single; Living with Parent, Relative, or Friend's Family	Single; Living with Friend or Friends, Sharing Rent and Living Expenses	Single; Living by Self	Single; Other	Married; Living with Spouse; No children	Married; Living with Spouse and Two or More Children
Center	87	4	3	2	4	1
Ross Sheppard Composite High School	99	1	-	-	-	-
Strathcona Composite High School	100	-	-	-	-	-
Victoria Composite High School	100	-	-	-	-	-
Three Regular High Schools Together	100	-	-	-	-	-

7. Experience in Travelling Independently of Parents

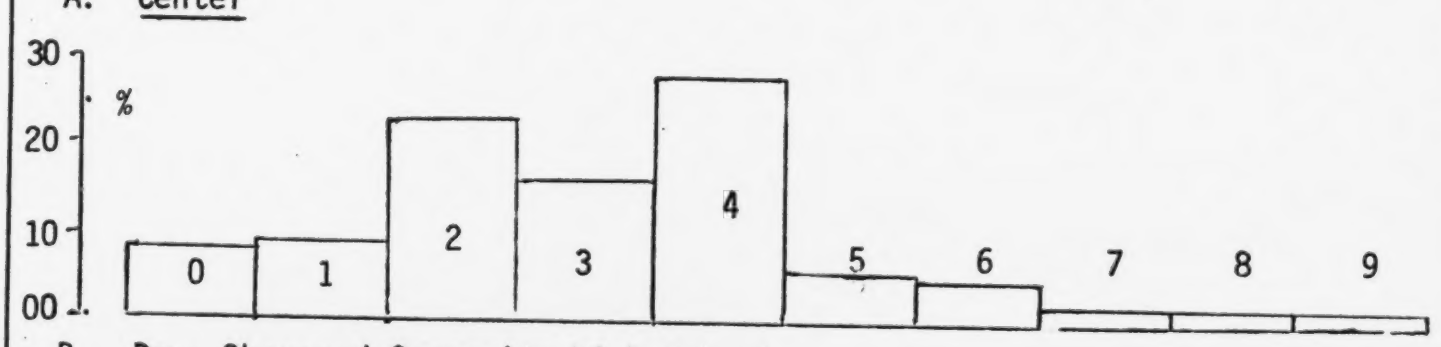
This item was taken directly from Question 10 of the paper survey form (Item A on the Appendix). The histograms in Table 9 illustrate an obvious difference with regard to this characteristic on the part of the Center non-adult sample as compared to the other non-adult samples. The Center student tends to have had wider independent travel experience than the regular high school student.

Table 9. Distributions of Experience in Traveling Independently of Parents of Non-Adult Student Samples

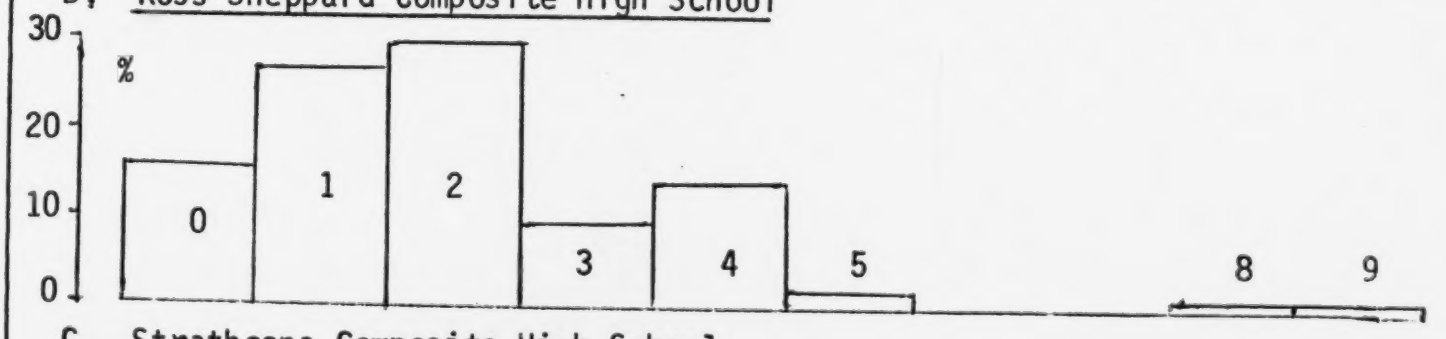
Categories

0 Edmonton and District Only
1 Alberta Only
2 Alberta and Saskatchewan or British Columbia Only
3 Canada Only
4 Canada and the U.S.A. Only
5 North America and Europe Only
6 North America and Central America Only
7 North America and Another Continent Other than the Continents Above
8 More than Two Continents
9 Other

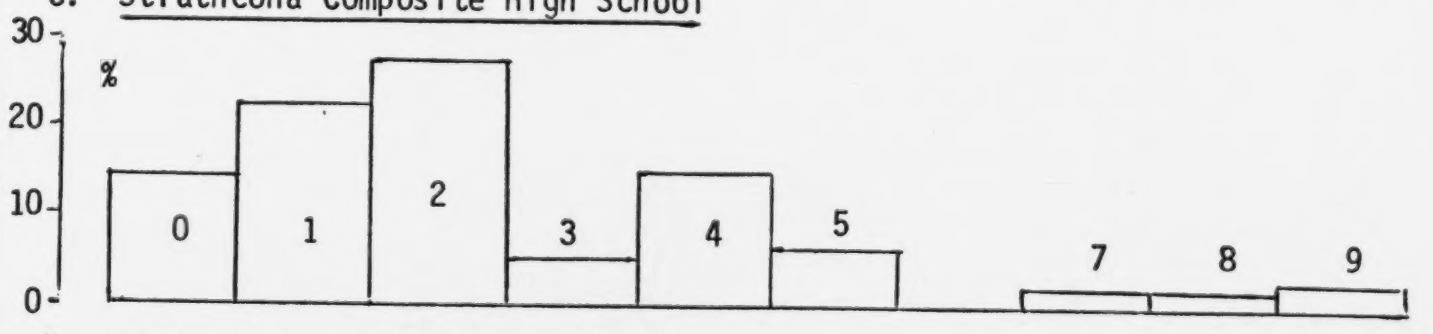
A. Center



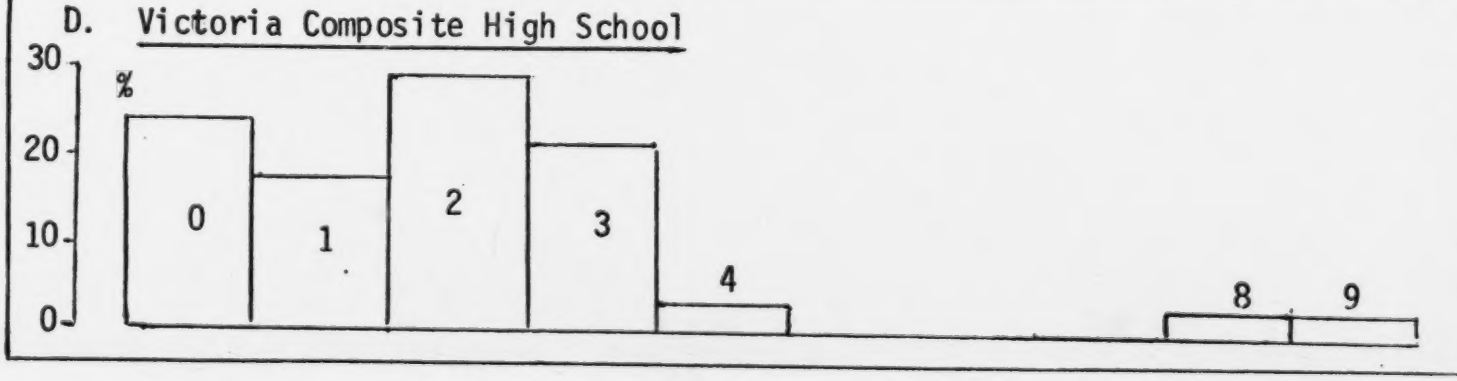
B. Ross Sheppard Composite High School



C. Strathcona Composite High School



D. Victoria Composite High School



8. General Social Attitudes

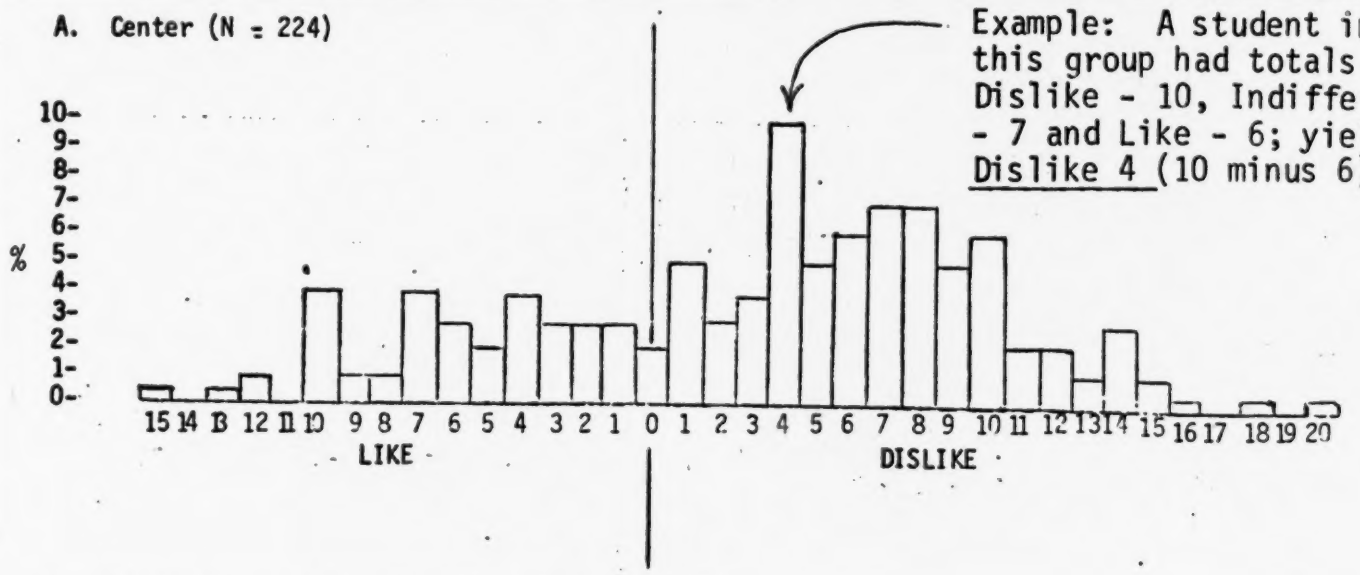
The measure for this characteristic was derived from pages 5 and 6 of the paper survey form (Item A of the Appendix) by subtracting the total of dislike scores from the like scores, or the reverse depending upon which was larger, and indicating which way the difference was biased. The histograms in Table 10 show the Center Non-Adult Student Sample to be different from the other samples with more responses at both extremes of the like-dislike scale. However, this might have occurred because of the large N of the Center sample. All the distributions except those of Strathcona Composite High School sample appear to be skewed towards the Dislike end of the scale and the distribution of Center sample is clearly the most pronounced in this regard.

9. Backgrounds and Reasons for Gaps in Continuity of High School Enrolments

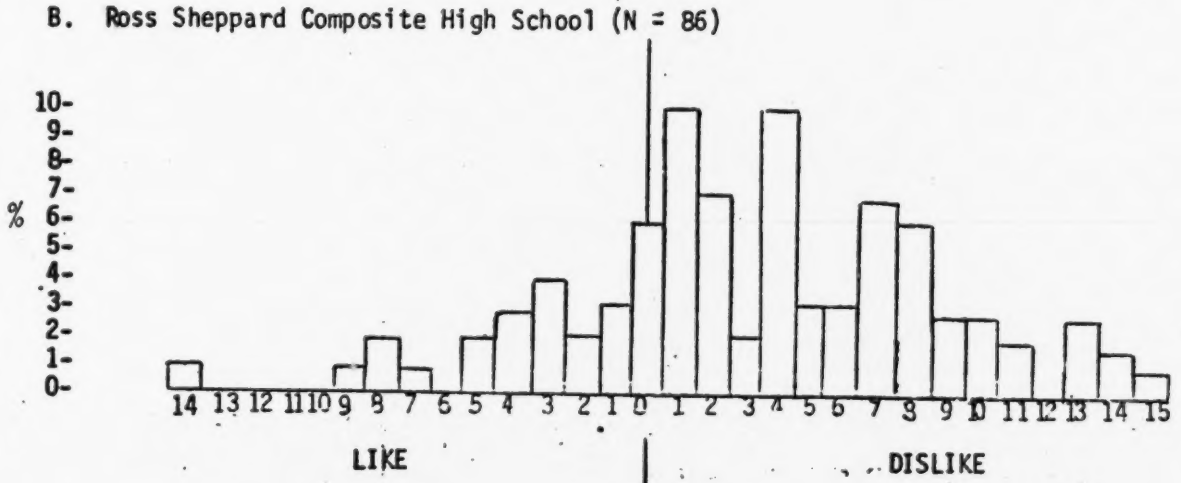
The Center non-adult students who had had gaps in their high school enrolments (see Table 4) responded to Question 4 of the paper survey (Item A of the Appendix) with the frequencies shown in Table 11. Not surprisingly, there was resistance on the students' parts to answering this question, especially with those items involving drugs and legal trouble. The data here cannot be considered as consistently valid.

Table 10. Distributions of General Social Attitudes of Non-Adult Students

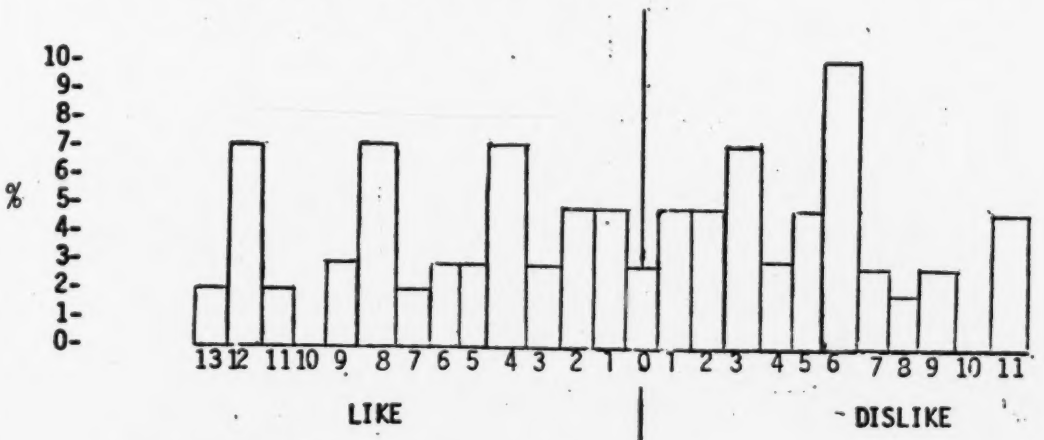
A. Center (N = 224)


Example: A student in this group had totals of Dislike - 10, Indifferent - 7 and Like - 6; yielding Dislike 4 (10 minus 6)
%
10-
9-
8-
7-
6-
5-
4-
3-
2-
1-
0-
15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
LIKE
DISLIKE

B. Ross Sheppard Composite High School (N = 86)



C. Strathcona Composite High School (N = 60)



D. Victoria Composite High School (N = 29)

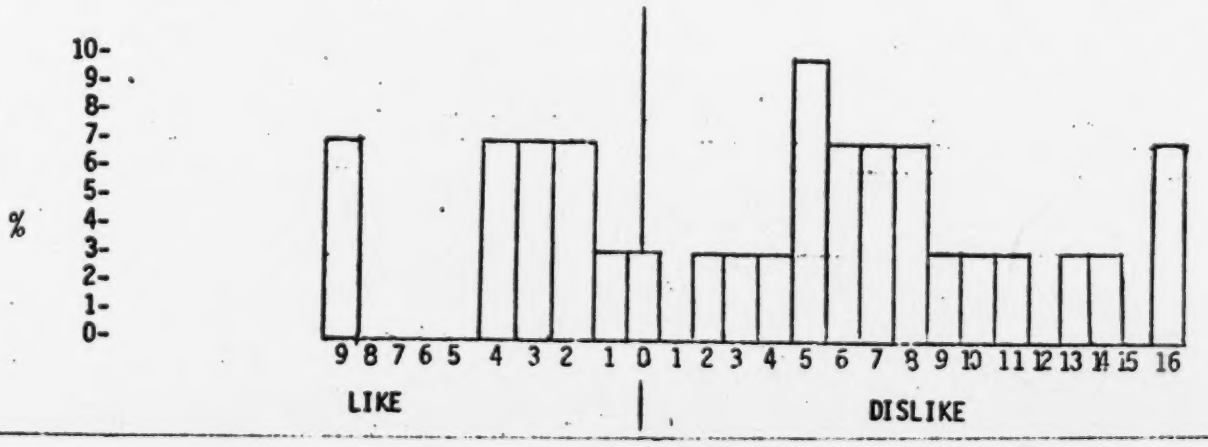


Table 11. Reasons for Gaps in High School Enrolments of 145 Non-Adult Students at the Center (Percentages)

Asked by School Officials to Leave.	17
Many Absences	30
Low Marks	17
Trouble with School Other Than Absences or Marks	17
Problems with Day to Day Living Expenses	13
Sudden Increased Expenses	6
Personal or Family Reasons	40
Sickness or Injury	9
Legal Troubles Not Involving Drugs	5
Legal Troubles Involving Drugs	7
Other	25

The person-to-person interviews of the non-adult students did not reveal much variance in backgrounds from the findings in Table 11, however there was a strong reaffirmation that the students had experienced difficulty in complying with school regulations, which caused them to leave school.

The backgrounds of the non-adult students at the Center were not revealed to be likely very different from backgrounds of older high school students in other schools. 9% had had divorced parents, 4% had had separated parents, 2% were divorced themselves and 2% were separated. 4% had been in an orphanage. Of experience with personal disturbances (other than what might be inferred from the foregoing) the interviews revealed that 7% had left or been dismissed from home, 7% had had mental illness, 2% had given up a baby, 2% had a chronic physical disablement, 4% had had drug problems, 11%

had had financial troubles, and 22% had had legal troubles. Although a norm for these disturbances is not available, the incidences of the disturbances do not appear to be higher than people in general society.

10. Consumption in Previous Years of School Administrator Time of Non-Adult Students at the Center

Table 12 shows the responses of non-adult students at the Center to Question 8 of the person-to-person survey form (Item B of the Appendix). The students were asked to estimate how often and for how long they saw school administrators in previous years for unpleasant matters. The total number of times they said they were in interviews with administrators is 429, which yields a mean of 9.5 interviews per student. (The median is 3.5 interviews) The students most often reported that the interviews averaged thirty minutes in length. On this basis the total hours consumed by these students was 214.5, yielding a mean of 4.8 hours per student. The next step of translating this data into dollars for administrators' salaries can be left to the reader.

11. Attitudes to the Center and School in General of Non-Adult Students at the Center

In addition to the findings in Table 10 where on the paper survey the non-adult students at the Center showed a bias towards disliking established social and educational practices, it was noted during the person-to-person interviews that these students consistently rejected the proposal in Questions 16 and 17 (See Item B of the Appendix) for having the Center adopt a more traditional high school aspect.

Table 12. Number of Interviews with School Administrators in Previous Years as Reported in Interviews with Non-Adult Students at the Center

	N	%	
None	10	25	
One Interview	4	9	27
Two Interviews	3	7	
Three Interviews	3	7	
Four Interviews	2	4	
Five Interviews	3	7	22
Six Interviews	2	4	
Eight Interviews	1	2	
Ten Interviews	3	7	
Twelve Interviews	1	2	
Fifteen Interviews	2	4	26
Twenty Interviews	2	4	
Twenty-Five Interviews	3	7	
Thirty Interviews	1	2	
Thirty-Five Interviews	2	4	
Forty Interviews	2	4	
Total	44		

In Question 36 and 37 of the paper survey (Item A of the Appendix) the positive and negative comments that the students had about the school supported their appreciation of a less-traditional and less-controlled school and a teacher-student relationship that was informal and recognized the maturity of students. Table 13 lists the responses to the questions.

Several of the teachers at the Center in their interviews noted that their non-adult students responded positively to a relaxed teacher-student relationship and being "treated as an adult".

Table 13. Clusters of Responses to Questions of Likes and Dislikes about the Center by the 224 Non-Adult Students at the Center (Percentages)

LIKES	
Liberal school regulations - attendance, dress, and general; free atmosphere, small school atmosphere, smoking	50
Teacher Attitudes - treat you as an adult; responsibility for progress more upon the student	38
Student Characteristics - varying ages, life styles, older students, no traditional activities	16
Curriculum and organization - early classes, costs, semestered courses, crash courses, prerequisites waived	16
Teacher competence	12
Other	4
No Comment	2
DISLIKES	
Physical structure - inadequacy of living amenities and labs	76
Too lax regulations	1
Too many regulations, paternalism, attitude of teachers	25
Students characteristics - irresponsibility; lack of school spirit; long hair; too young	3
Curriculum and organization	6
Other	1
No Comment	5

12. Importance of the Center in the Plans of the Non-Adult Students at the Center for Furthering Their Education

The non-adult students at the Center responded to Question 39 of the paper survey form (Item A of the Appendix) regarding their alternatives were the Center not in operation, as is detailed in Table 14.

Table 14. The Non-Adult Students' Alternatives to the Center for Furthering Their Education (Percentages)

Stop in furthering my education; nothing; gone working	26	
Attend a regular high school, but with not much chance of success	18	39
Attend a regular high school	11	
Attend Alberta College	10	
Take evening classes	10	56
Take Correspondence Lessons	7	
Attend NAIT	3	
Other	2	
Don't know; blank	16	

It appears that a quarter of the non-adult students at the Center saw that their further education plans would have been hurt if the Center were not in existence. Thirty-nine percent thought they would have tried to make a success of existing day-time schools. Fifty-six percent thought they would have continued by some form of existing schooling. Three per cent indicated they would have entered a course at the Northern Alberta Institute of Technology with the qualifications

they already have. Eighteen per cent had doubts about their ability to succeed in regular high schools.

To Question 9 of the person-to-person survey form (Item B in the Appendix, the non-adult students at the Center resoundedly rejected the proposal for having classes for mature students included-but-separate in regular high schools. Thirty-four said "no", five said "yes", three said "yes-reluctantly", and two had other responses.

13. The Teachers' Judgments About the Scholastic Ability of the Non-Adult Students at the Center

The teachers at the Center reported that their non-adult students ranged widely in scholastic abilities and seemed to be typically slightly below the average-expected in a regular class of the same course. However, the teachers recognized that this judgment was influenced by the students' wide range of abilities, frequent inadequate preparation for the courses being taken, a common attitude of expectation of failure in school work, inadequacies in reading and other basic scholastic background, and common lack of studying skills.

14. The Teachers' Judgments About the Personal Characteristics of the Non-Adult Students at the Center

The teachers did not differentiate finely between personal character traits, backgrounds, and life-styles in judging the non-academic characteristics of their students. The bias of educators showed up in the judgments and there was a tendency to think about the students in two groupings. They saw the younger non-adult students as being typically irresponsible and unrealistic towards their studies, while the eighteen-nineteen-and-twenty-year-olds tended to be serious and hard-working. An experienced teacher observed that, not only was it stimulating to work as a teacher in a small school setting with a variety of students, but extra bonuses in social learning were available here for the students--the adult students could better get to understand the younger students' viewpoints while, alternately, the maturity of the adults had a positive effect on the learning of the younger students.

C. Characteristics of the Adult Students at the Center

Table 15 displays the findings of the paper survey with regard to some of the characteristics of the adult students at the Center. Typically, the ages of these students were in the early-twenties and had a wide range. University was the typical further-education goal. Half said that they were financially independent although four-fifths were single and living with a parent, relative, or friend's family. A third said they had financial assistance through government student loans. Many more in comparison to the non-adult samples had travelled independently of parents (Table 9, Page 23) and had general social attitudes that were more liking of established educational and social conventions (Table 10, Page 25).

The backgrounds of the adult students at the Center are difficult to generalize about, which might be expected in light of the wide range of ages of the paper survey sample coupled with the small proportion of these students in the school who were seen in interviews. Most of the adult students had worked for a few years before coming to the Center. Many had experienced severe difficulty or disruptions in progressing in life and saw education as their key to a brighter future.

In their interviews, the adult students typically reiterated the findings of the paper survey about their attitude to school and society--tending to like rather than dislike existing conventions (Table 15). The adult students typically supported having regulations about school attendance, although one half of the students did not want any direct disciplinary action for poor attendance. Half said they would attend a class for mature students that was included-but-separated in a regular high school; a fifth said they would do so reluctantly.

Table 15. Characteristics of the Center Adult Students as Reported in the Paper Survey

A. Ages (Years)

N	21	22	23	24	25	26	27	28	29	30-32	33-35	36-38	39-41	42-44	45
113	31	20	9	14	8	8	3	3	3	3	6	1	2	2	2

Mean age: 24.1 (Compare Center Non-Adult: 18.6)

B. Gaps in Continuity of High School Enrolments (Years)

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21	22	23	24	29	30	31	32
10	10	8	13	14	14	7	7	3	3	3	4	1	0	0	1	1	1	2	0	2	0	0	1	0	1	1	1	0	1

C. Financial Dependency - Independency (percentages)

Financially Dependent: Fully supported by parent, spouse or Other Relative or Friend; Perhaps with some Non-Essential Income	29
Partially Dependent: Partially Supported by Parents, Spouse, Other Relative or Friend and Partially by Other Income	17
Financially Independent: Not Supported by Parent, Spouse, Other Relative or Friend	54

D. Living Situation (Percentages)

Single; Living with Parent, Relative or Friend's Family	78
Single; Living with Friend or Friends, Sharing Rent and Living Expenses	6
Single, Living by Self	5
Single, Other	5
Married; Living with Spouse; No Children	5
Married; Living with Spouse; One Child	1
Married; Living with Spouse; Two Children or more	3
Separated; Divorced or Widowed and Living by Self	1

E. Means of Income (Percentages)

None	9
Saving	22
A Part-time Job	14
Two or more part-time jobs or full-time job	9
A Government Grant or Loan	32
A Private Loan	3
A Government Allowance Such as From Canada Manpower	2
Other	9

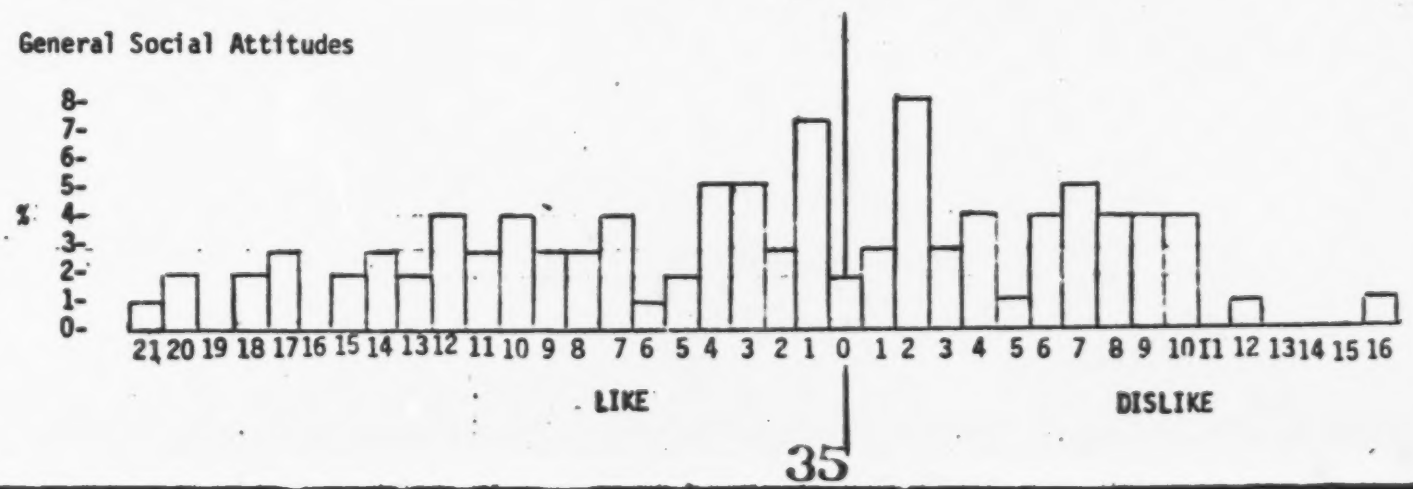
F. Further Education Goals (Percentages)

University	60
Technical Institute	28
Nursing School	4
Art College	1
Other	8

G. Experience in Traveling Independently of Parents (Percentages)

Edmonton and District Only	2
Alberta Only	4
Alberta and Saskatchewan or British Columbia Only	11
Canada Only	8
Canada and the U.S.A. Only	35
North America and Europe Only	17
North America and Central America Only	7
North America and Another Continent Other than the Above	3
More than Two Continents	7
Other	5

H. General Social Attitudes



In response to Question 39 of the paper survey form (Item A of the Appendix) the adult students at the Center showed, in Table 16, that they would have had their plans for furthering their education hurt if the Center were not operating and a quarter would persist by some form of existing schooling.

Table 16. The Adult Students' Alternatives to the Center for Furthering Their Education (Percentages)

Stop in furthering my education	52
Attend Alberta College	10
Take Evening Classes	12
Take Correspondence Classes	3
Other	10
Don't know	13

The teachers at the Center judged their adult students as being serious, hard-working and thorough in their studies, but frequently over-reached because of poor or unrealistic preparation for the course being taken and basic scholastic inadequacies. Disabilities were reported in reading speed and comprehension, vocabulary, arithmetic skills and reasoning, geography, and inductive reasoning. Lack of studying skills was common in the students. The range of abilities was seen as being wide with both extremes represented and few students in the middle of the range. The adult student's courage in trying to make a better future for himself and his ability to work hard were admired by the teachers. There was concern about the tensions the adult student is under because of his scholastic background, marriage or family tensions, and financial worries.

VI CONCLUSIONS

A. The Non-Adult Students at the Center

This study showed that the non-adult students at the Center were different from the students at three regular high schools with regard to several characteristics. Table 17 sets out what can be concluded to be typical of the non-adult student groups. The nature of the characteristics in which differences are found and the directions of the differences lend firm support to the continuence and development of a school such as the Center because it can serve the needs and personal characteristics of the non-adult students at the Center which would make their attendance at a regular high school uncomfortable, inefficient, and likely educationally disastrous for the students.

Table 17. Conclusions About Typical Non-Adult Students

Characteristic	Typical Center Student	Typical Student in a Composite High School
Age in Years	18½	17
Gaps in Continuity of High School Enrolments	5 months	none
Reasons for Gaps	Personal reasons and/ or conflict with school regulations	not investigated
Further-Education Goals	University or NAIT	University
Financial Dependency-Independency	Partially independent	Dependent
Means of Income	Part-time job, savings, and/or gov't assistance	Part-time job and/or savings, or none.
Living Situation	The Same: Living with a parent, relative or friend's family.	
Experience in Traveling Independently of Parents	In Canada and the U.S.A. only.	In Alberta and Saskatchewan or British Columbia Only.
General Social Attitudes	Definitely biased toward a disliking of existing educational and social conventions.	Somewhat biased towards disliking of existing educational and social conventions.
Consumption in Previous Years of School Administrators' time.	9½ interviews	not investigated
Likes about the Center	Strongly supports liberalized regulations and informal student-staff relationships. Likes the organization of the instructional program and the type of student.	
Dislikes about the Center	Strongly objects to the inadequacies of the building and its facilities. Dislikes the non-egalitarian attitudes of some staff.	
Alternatives to the Center for Furthering his Education	Two to one he would either try to continue by means of other existing facilities or stop in furthering his education.	
Opinion about Attending A Class for Mature Students Included-but-Separated within a Regular High School	Strongly rejected	
Opinion of his Teachers about his Scholarship	Not a steady nor a strong scholar. Might need reading or arithmetic remedial attention.	

B. The Adult Students at the Center

This study showed that the adult students at the Center were in their early-twenties and range widely in age. The typical adult student was twenty-four, single, living-at-home, and financially independent with income from a part-time job, savings, and/or loan. He had travelled independently in Canada, the U.S.A. and perhaps Europe. His gaps in high school enrolment totalled five years. His further-education goal was university. His general social attitudes were biased towards a liking of existing educational and social conventions.

He had some intolerance for the irresponsible behaviour of younger students at the Center but supported the freedom from regulations, speeded-up instructional program, and the relaxed and adult-oriented relationship of the school. If the Center were not in operation the typical adult student would likely have stopped furthering his education. The chances are one to one for his attending a class for mature students that was included-but-separated within a regular high school.

The teachers judged their adult students as being serious, hard working and thorough, but often under considerable tension because of their scholastic backgrounds and living situations.

It is clear that the existence of the Center has an educationally critical importance for its adult students.

VII RECOMMENDATIONS

Several recommendations about the Center arise from the findings of this study and interpretations of the findings.

A. The Center is providing and should continue to provide educational opportunity for older students who would likely experience difficulty in attending regular high schools or other alternatives, but whose chances for success are higher in a setting such as the Center with its relatively smaller size, older students, relaxed and adult-oriented student-staff relationships, speeded-up instructional program, more opportunity for effective remedial work, and fewer administrative regulations.

B. Staff selection and development for the Center should be keyed to the challenges of (1) egalitarian relationships (2) wide range of student abilities, and (3) variety of student personal characteristics.

C. Counseling and other student personnel services at the Center should include counseling expertise or resources in the areas of finance and marriage counseling as well as a variety of personal concerns. The use of group-counseling and student committees should be developed as a regular part of the student personnel services.

D. An on-going assessment and remedial program should be established at the Center to help both students and staff in (1) determining if the Center is the most suitable school for the student to attend, (2) choosing or providing appropriate courses, (3) adjusting the pace at which to proceed in courses, and (4) forecasting areas of strengths and weaknesses. The results of all diagnostic tests should be available appropriately to the student and interpreted fully. Individual counseling should be an integral part of this program. At the beginning of each course and perhaps in review several times, specific instruction should be given about studying skills that apply for that course.

E. Good communication should be seen as essential to the effectiveness of the Center. Activities and facilities outside of the classroom to be shared by students and staff should be encouraged. Features of this type, already in the embryo stage at the Center, should be maintained and developed--a fully-operative School Council and

and committees, and student-staff lounge and recreational areas.

F. The curriculum should continue to be oriented towards university and technical institute entrance requirements. Coordination with other classes under the auspices of Extension Services should continue.

G. Instructional facilities and living amenities for both students and staff should be upgraded. Laboratories, the library, washrooms, ventilation-heating control, and lounge areas are grossly inadequate.

H. A permanent committee should be established within the Division of Educational Administration to monitor the city's current and long-term needs in continuing education and guide the Center's development.

APPENDIX

A. The Paper Survey Form (blue)

B. The Person-to-Person Student Survey (yellow)

C. The Person-to-Person Teacher Survey Form (white)

SURVEY

Action Research Project

Extension Services

Edmonton Public School Board

You have been selected to represent your school in a study that has life-and-death aspects to it. The semester high school "Old Scona", or as it is now called, Continuing Education Center, has its future still in doubt. We need your help in obtaining accurate information regarding Edmonton high school people at this time. Your identity and answers will be kept in strict confidence (see box at the side). Please answer forthrightly and without exaggeration. May we thank you in advance for your time and effort with this survey.

The School Council, Continuing Education Center

Some questions, please.

1. Your present school _____

2. Since grade nine which high schools or the equivalent have you attended as a registered student? Include your present school.

_____ Year _____

_____ Year _____

(Use back if necessary)

3. What gaps, if any, have you had in your high school enrolment? --gaps of time when you had left school and were no longer registered as a student.

None ☐

A. GAPS WITHIN A SCHOOL YEAR

Year _____ School Left _____

Number of Months that Year When Registered in the School as a Student _____

Other (Use back if necessary) _____

_____

B. GAPS OF WHOLE-YEARS WHEN NOT ATTENDING SCHOOL

Year(s) _____ Activity _____

Other (Use back if necessary) _____

_____

Name

Address

Phone(s)

School

Date

Birthdate

Sex: *Female* ☐ *Male* ☐

NOTE: This slip will be detached immediately upon being received and filed separately from your answers. The information here will be used for possible rechecking. Your identity and answers will be kept in strict confidence. Please do not write your name anywhere else on this survey booklet.

4. (If you have had gaps in your high school years) When you left school what were the reasons you left? If more than one reason applies for the same year, write that year beside the other reasons, too.

YEAR(S)

Asked by School Officials to Leave _____

Many Absences _____

Low Marks _____

Trouble with School Other Than Absences or Marks _____

Problem with Day to Day Living Expenses _____

Sudden Increased Expenses _____

Personal or Family Reasons _____

Sickness or Injury _____

Legal Troubles Not Involving Drugs _____

Legal Troubles Involving Drugs _____

Other _____

5.. What are you heading towards after high school? Check more than one, if you wish.

- ☐ University
- ☐ Technical Institution
- ☐ Nursing School
- ☐ Art College
- ☐ Other Colleges or Post-Secondary Schools
- ☐ Other

6. How many grade twelve courses are you taking this semester? _____

Which? _____

How many grade twelve courses are you intending to take after this semester is finished (assuming you will have success in the present courses)? ____

Which? _____

7. How are you presently being supported with day-to-day living expenses? Check only one, please.

- ☐ Am entirely supported by parents, spouse, other relative or friend and by none of the ways listed in the box below.
- ☐ Am entirely supported by parent, spouse, other relative or friend but for extra expenses that are not really essential for day-to-day living expenses, I have the ways checked in the box below.
- ☐ Am only partially supported by parent, spouse, other relative or friend and partially supported by the ways checked in the box below.
- ☐ Am not supported by parent, spouse, other relative or friend but entirely supported by the ways checked in the box below

What ways of support have you? Check more than one if they apply.

- ☐ None
- ☐ Savings
- ☐ Part-time job
- ☐ Two or more part-time jobs or a full-time job.
- ☐ A government grant or grant-loan
- ☐ A private loan
- ☐ A government allowance such as from Alberta Vocational Training, Canada Manpower, Compensation Board, or Social Development.
- ☐ Other: _____

8. What is your marital status?

- ☐ Single
- ☐ Married
- ☐ Married but Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Other: _____

9. What is your present living situation? Check only one, please.

Single
- ☐ Living with Parent, Relative or Friend's Family
- ☐ Living with Friend or Friends, Sharing Rent and Living Expenses
- ☐ Living by Self
- ☐ Other _____

Married
- ☐ Living with Spouse; No Children
- ☐ Living with Spouse and One Child
- ☐ Living with Spouse and Two Children or More
- ☐ Other _____

Separated, Legally Separated, Divorced, Widowed or Other.
- ☐ Living with Parent, Relative or Friend's Family
- ☐ Living with Friend or Friends, Sharing Rent and Living Expenses
- ☐ Living by Self
- ☐ Other _____

.....AND

- ☐ No Children
- ☐ One Child
- ☐ Two Children or More

10. To what extent have you travelled since you were in Grade Nine or the equivalent? Do not count any travel when you were accompanied by your parents or an adult relative other than perhaps your spouse. Check only one, please.

- ☐ Edmonton and District Only (Under 100 miles distance)
- ☐ Alberta Only (over 100 miles distance from Edmonton)
- ☐ Alberta and Saskatchewan or British Columbia Only
- ☐ Canada Only (at least as far east as Manitoba or north into the North West Territories)
- ☐ Canada and the U.S.A. Only
- ☐ North America and Europe Only
- ☐ North America and Central America Only (including Mexico or a Carribbean island)
- ☐ North America and Another Continent Other Than the Above Continents
- ☐ More than Two Continents
- ☐ Other

In the following you are asked to check one only of the three boxes at the right. L = LIKE: that you definitely support the item and would like it to stay the way it is. I = INDIFFERENT: that you don't care or have no opinion about the item so that it doesn't matter if it is changed or not. D = DISLIKE: that you definitely do not support the item and would like to have it changed from the way it is.

Space is left below each item if you want to comment further about the item.

11. Universities and technical schools demand high entrance requirements. L ☐ I ☐ D ☐

12. Schools check up on the attendance of their students, and put pressure on them to attend regularly. L ☐ I ☐ D ☐

13. Written examinations are the chief method by which student achievement is measured. L ☐ I ☐ D ☐

14. Schools have compulsory courses that a student must take. L ☐ I ☐ D ☐

15. Schools have regulations regarding their students' dress and the way they wear their hair and pressure students to follow the regulation. L ☐ I ☐ D ☐

16. Classes proceed through the subject matter of courses in an orderly way and with some pressure of time. L ☐ I ☐ D ☐

17. Teachers give homework. L ☐ I ☐ D ☐

18. Possession of marijuana is an indictable offense. L ☐ I ☐ D ☐

19. Trafficking in marijuana is an indictable offense. L ☐ I ☐ D ☐

20. Possession of heroin is an indictable offense. L ☐ I ☐ D ☐

21. Trafficking in heroin is an indictable offense. L ☐ I ☐ D ☐

22. Birth control materials are difficult for unmarried people to obtain. L ☐ I ☐ D ☐

23. Abortions are very difficult to obtain. L ☐ I ☐ D ☐

24. Liquor may not be sold to persons under 21 years of age. L ☐ I ☐ D ☐

25. Some movies are restricted for over-18-year-old audiences only L ☐ I ☐ D ☐

26. Movies must pass a government censor board. L ☐ I ☐ D ☐

27. We have laws to prohibit pornography and "dirty" literature. L ☐ I ☐ D ☐

28. Obsenity and swearing are not approved of in general society. L ☐ I ☐ D ☐

29. A traditional courtesy in our society is for the male to give up his seat in a crowded place to a female. L ☐ I ☐ D ☐

30. Women are discouraged or even outrightly excluded from entering some occupations. L ☐ I ☐ D ☐

31. We have laws regarding the speed of cars on the highways L ☐ I ☐ D ☐

32. One can be fined for jaywalking. L ☐ I ☐ D ☐

33. Certain clothing is considered to be proper on formal occasions. L ☐ I ☐ D ☐

FOR STUDENTS AT CONTINUING EDUCATION CENTER ONLY, PLEASE

34. What are your reasons for choosing the Continuing Education Center over other high schools in Edmonton?

(a) _____

(b) _____

(c) _____

(d) _____

35. Which applies to you?

☐ Resident student under 21 years whose parents are tenants or property owners within the E.P.S. System

☐ Non-resident student under 21 years

☐ Both parents are Catholic and not tax-payers within the Edmonton Public School System

☐ One parent Catholic with part or all school taxes being paid to the Edmonton Public School System.

☐ Parents Catholic but paying taxes to the Edmonton Public School System

☐ Ward of the Government

☐ Indian Affairs student

☐ Foreign Student

-- ☐ Financially Independent

-- ☐ Working in Canada

-- ☐ Receiving Financial Assistance from Canadian Sources

☐ Other: _____

36. What do you consider to be the "strong features" of this school's operation? i.e. your major "likes".

_____

_____

_____

_____

37. What do you consider to be the "weak features" of this school's operation? i.e. your major "dislikes".

_____

_____

_____

38. What recommendations have you for improving a school such as ours?

_____

_____

_____

39. If the Continuing Education Center were not operating, what would you have done about furthering your education?

_____

_____

_____

_____

40. How far do you live from school? _____

41. What means of transportation do you usually take to come to school?

_____

_____

42. How long does it take you usually to get to or from school?

_____

PERSON-TO-PERSON SURVEY
Action Research Project
Extension Services
Edmonton Public School Board

Name _____

Address _____

Phone(s) _____

Birthdate: _____

School _____

To the Interviewer: You might introduce the survey with such as this: "We are asking a number of Edmonton high school people a few questions for the purpose of getting together some vital information that will make a strong case for keeping the Continuing Education Center - "Old Scona", in operation. We need your help. Your name and answers will be kept in strict confidence. We are recording your name for the possibility of checking back with you if necessary. We appreciate your full and forthright answers that will make our project have power."

1. Are you taking one or more grade twelve high school courses here? (If yes) Which?

_____

2. How are you doing?

_____

3. When you have finished your high school courses what career or work are you headed towards?

4. How many years after high school do you expect to spend in becoming trained for your career or work? _____

5. How much of a hurry are you in to finish high school and get on to further education, if any? How many years do you expect to spend completing your high school and by what types of classes

6. Are you aware that there are adult day classes available on Saturday mornings and every day during the week at different times of the day and during the summer too? _____

7. Are you aware that there are evening classes available on different evenings of the week and during the summer, too? _____

8. Why did you choose this particular school and the type of classes you're taking?

9. Would you have considered attending a regular day-time high school if this school were closed and special classes for mature students only were available in the school during the day? This would mean being in a school during the day with students as young as fifteen years old but in separate classrooms. How would you feel about that?

10. Are you employed? Part-time?

11. Are you married?

12. (If married) Is your spouse employed? Part-time?

13. Have you this year been in to get help from a counselor in regard to your educational planning or any other matter? _____

14. (If yes) What do you feel about the counseling you received?

15. Have you any suggestions for improving things in this school? Any complaints?

16. Do you think this school should check up on the attendance of students and put pressure on the students to attend regularly?

17. Should this school have any of the traditional high school features such as students' union, clubs, awards, graduation, yearbook, social activities, sports teams?

CEC N-A

18. Not counting this year, have you ever had an occasion to be seen directly by a high school administrator in his or her office for an unpleasant matter? How many times? When? What kind of reason? How much time?

19. Tell me a little about yourself. Would you say your life has been "usual" up to this date? Have there been any disturbances or disruptions in your life that most people your age have not experienced? What about large breaks in your attendance at school? Any trouble at home? Any sickness or accidents? Any trouble with the law? Anything since grade nine that kept you out of school for two months or more? Drugs? Mental Illness? Financial Trouble? Marriage disruptions?

20. Would you say that the average student of this school is different from students in other high schools in Edmonton? In what ways?

SURVEY OF TEACHERS

January - February, 1971

Extension Services, Edmonton Public Schools

Title: Characteristics of Students at the Continuing Education Center

Teacher _____ Interviewer _____

Date _____

1. How do you judge the scholastic capabilities of the students here in comparison to students of other schools? In other subjects besides your own? In reading skills?

2. How do you judge the personal characteristics of the over-21 students here? Attitudes to schoolwork? General social attitudes?

3. How do you judge the personal characteristics of the under-21 students here? Attitudes to schoolwork? General social attitudes?

4. Would you judge the under-21 students here to be different in background from other students in regular high schools? How?

5. Would you judge the under-21 students here to be different in life-style from older students in regular high schools? How?

ERIC Clearinghouse
APR 11 1972
on Adult Education